

**American Studies 2005**  
**Performance Assessment**  
**Final Exam**

**Overview of this exam:**

- This exam is a culmination of all of the work you have done in American Studies (history and English) this year.
- Two weeks are designated specifically for you to work in and out of school on this exam. This time is for brainstorming (individual and group), meeting with group members (at least once a day) to discuss everyone's progress, writing in the journal, researching, annotating and planning the presentation.
- There are three parts to this exam: a research packet, a research essay, and a group presentation. The first two parts of this are done individually and are worth, together, 70% of your grade. The group presentation is 30% of every group member's grade.
- A group journal is kept each and every day of this exam.

**OBJECTIVES**

- Fulfill individual academic potential.
- Develop critical and creative thinking skills to solve real world problems.
- Demonstrate an understanding of our American heritage.
- Develop competency in the use of information and technology.
- Formulate and express opinions supported by facts and data in effective presentations.
- Demonstrate effective reading, speaking, writing, and listening skills.
- Participate in collaborative and cooperative learning.
- Demonstrate self-discipline and personal responsibility for learning.
- Demonstrate a respect for individual abilities, diverse cultures, and world languages.
- Pursue areas of involvement to fulfill individual potential.

## **35% (AN INDIVIDUAL GRADE)**

### **EXPLORATION (RESEARCH) PACKET**

**Definition:** The exploration packet is a compilation of all of your research from your performance assessment item. This packet includes photocopies or typed notes of your research. You are graded on the following five categories: Content, Annotation, Sources, Works Consulted, and Organization.

- **CONTENT:** Content of references must include a variety of topics related to your item (do not just research one specific aspect of your item)
- **ANNOTATION:** all references must be thoroughly marked up with strong connections to course content and outside knowledge (MSQCV).
- **SOURCES:** a variety of sources must be included in the Exploration Packet. Each source and reference must be of excellent quality. The best type of research includes finding a number of different types of sources. Some of the many different source types are:
  1. Books
  2. Biographies in book form
  3. Specialized biographies-- for example:
    - American Notable Biography
    - Dictionary of American Biography
    - Notable American Women
  4. Proquest/microfilm/microfiche – for example:
    - Newspapers
    - Journals
    - Magazines
  5. Specialized reference books—for example:
    - American Decades
    - Encyclopedia of the Civil War
  6. Databases—for example:
    - Biographies Online
    - Slave Narratives Online
    - Historical Newspapers
    - Science Online
  7. General encyclopedia (only ONE allowed)
  8. Films/documentaries
  9. Interviews with relevant individuals
  10. Internet (.gov, .org, & .edu are best) – (only TWO allowed)
- **WORKS CONSULTED:** This must be your first page in your packet. It contains all references properly cited in alphabetical order, using correct MLA format.
- **ORGANIZATION:** All references are in the same order as the Works Consulted page. Each reference must also be labeled with its MLA citation and source type at the top of the first page of the reference.

# **Research Packet Rubric**

## **Content 35%**

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> <li>- Must include major ideas in history and literature</li> <li>- Explores multiple related topics</li> <li>- conspicuously shows initiative to learn and research beyond your “item” (research connects to your item – is not just about your item)</li> </ul>	<ul style="list-style-type: none"> <li>- Explores some ideas in history and literature</li> <li>- Explores multiple related topics</li> <li>- Evidence of some initiative to research beyond your item</li> </ul>	<ul style="list-style-type: none"> <li>- Explores some ideas in history and literature</li> <li>- Explores few related topics</li> </ul>	<ul style="list-style-type: none"> <li>- Research is limited to just your piece</li> <li>- Weak attempt to broaden research topics</li> </ul>	<ul style="list-style-type: none"> <li>- Research is limited to just your piece</li> <li>- No initiative to research quality content about your item or beyond your item</li> </ul>

## **Annotation 30%**

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> <li>- All sources are properly annotated w/ thoughtful MSQCV and <u>consistently</u> shows evidence of learning and thinking.</li> <li>- Connections must be made to all course content- both English and History- and outside knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Most</u> MSQCV shows evidence of learning and thinking</li> <li>- Connections must be made to all course content- both English and History- and outside knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Some</u> MSQCV shows evidence of connections to material learned in other sources</li> <li>- Some connections are made to some course content</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Weak</u> MSQCV with very little evidence of connections or thought</li> <li>- One or two sources are not annotated</li> <li>- Strong connections are lacking</li> </ul>	<ul style="list-style-type: none"> <li>- Very poor effort displayed when MSQCVing with very little evidence of connections or thought</li> <li>- sources are mainly highlighted or underlined</li> <li>- Three or more sources not annotated</li> <li>- Fails to make connections</li> </ul>

## **Sources 20%**

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> <li>- at least 5+ sources and 10-12+ references were found</li> <li>- Excellent quality sources were found</li> </ul>	<ul style="list-style-type: none"> <li>- at least 5+ sources and 10+ references were found</li> <li>- Good quality of sources were found</li> </ul>	<ul style="list-style-type: none"> <li>- at least 4+ sources and 9+ references were found</li> <li>- Weak quality of sources – too many similar types of sources</li> </ul>	<ul style="list-style-type: none"> <li>- at least 4+ sources and 7+ references were found</li> <li>- Source types do not justify 2 weeks of work</li> </ul>	<ul style="list-style-type: none"> <li>- less than 4 types of sources</li> <li>- less than 7 references</li> <li>- Source types do not justify 2 weeks of work</li> </ul>

## **Works Consulted 10%**

A 100	C 75	F 59-0
<ul style="list-style-type: none"> <li>- Works consulted done correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Works consulted has 3 mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- Works consulted passed in with 4 or more mistakes</li> </ul>

## **Organization 5%**

A 100	C 75	F 59-0
<ul style="list-style-type: none"> <li>- Beginning of each reference is labeled with MLA citation at the top with source type</li> <li>- All references are in order of Works Consulted</li> </ul>	<ul style="list-style-type: none"> <li>- Some references are not labeled with author and source type</li> <li>- At least 2 references are out of order or are disorganized</li> </ul>	<ul style="list-style-type: none"> <li>- References are not labeled</li> <li>- Packet may be missing references or are not in order</li> </ul>

## **35% (AN INDIVIDUAL GRADE)**

### **RESEARCH ESSAY**

Each team member will write a 3-5 page research essay supporting a thesis statement. Write on a limited aspect of a single item from the Performance Assessment team bag. (Your essay need not connect with any other item in the bag. Instead, you will express those strong connections--your bag's *theme*--during your Team Presentation.)

Your individual essay must demonstrate careful research leading to your in-depth understanding of the item. Your MLA-style Works Cited page must list at least 5 references of various source types (no more than 2 internet), and the essay must show correct, appropriate MLA-style internal parenthetical documentation.

**EXAMPLE:** Let's say your team's Performance Assessment bag includes these 5 items: Bob Dylan's song, "Hurricane"; a poster advertising the SHS Gay Straight Alliance; Edna St. Vincent Millay's poem, "Justice Denied in Massachusetts"; a primary source court transcript dated 1692 from Salem, MA; and the film, Gentleman's Agreement. Work with your group to explore the possible themes connecting all 5 of the items. You agree with your group that you will take charge of the 1692 court transcript; specifically, you decide to research **the Salem witch trials**. Alone and with your group, you brainstorm a wide variety of limited topics for your one item. You choose one *limited topic* for your research: **the effect of the Puritan religion on the Salem witch trials**. Next, you create a *preliminary thesis statement*: **The Puritan religion in Salem, MA created an environment that made the persecution of witches inevitable**. From there, you *find/evaluate multiple sources* and *create source cards* (a total of 5), and *read/take notes* from those sources on note cards (a total of 25). Now you are ready to write a first draft.

#### **Steps to follow. Refer to timeline for due dates.**

1. From your Performance Assessment Team Bag, choose one item (this represents your *broad topic*) and begin to brainstorm a wide variety of *limited topics* for your essay.
2. Hand in your *limited essay topic* with a *preliminary thesis statement* (use one 4x6 index card).
3. Hand in 1 *source card*, with 5 *note cards*.
4. Hand in 2 additional source cards, with 10 additional note cards.
5. Hand in 2 additional source cards, with 10 additional note cards. (By now you have handed in 5 source cards and 25 note cards.)
6. Bring complete, word processed *first draft essay*, including a final Works Cited page and internal parenthetical documentation (all practicing correct MLA style), to class for peer-editing.
7. Hand in your *final draft essay*, with peer-edited first draft and all relevant note cards, for grading.

**Required:** For all *source cards* and for all *note cards* use 3 x 5 index cards.

Your research essay will be graded for content, organization, style, MLA format, and proofreading. See the separate Evaluation Checklist.

***This end-of-year essay should reflect your very best work as a researcher and writer.***

## 30% (A Group GRADE)

### **PRESENTATION**

Each group creates a 45-minute presentation. This is divided into three parts: an introduction, an oral presentation, and a question & answer period.

- ***Introduction:***
  - Each member of the team should be introduced
  - Each item should be presented and identified to the audience. This would include reading an excerpt from a piece of literature and/or playing an excerpt of the music.
  - Group thesis should be written large and clear enough to be seen from a distance on the board or other visual
  - One team member should read the thesis to the audience
- ***Oral presentation (20 - 25 minutes)***
  - All group members must present, for relatively the same amount of time, their item & its connection to the thesis and other items within the group. If your item is a piece of literature, you must include a discussion of the author's use of language in your presentation.
  - This presentation should be well planned. It should not be just a stating of the facts learned while researching. For example, it is more important to know the major contributions of a person than when & where they were born.
  - A strong visual component that meaningfully enhances the presentation content is required. Examples include: costumes, props, video clips, skits, PowerPoint, photocopied handouts/bulletins/flyers, and creative posters.
  - At all times, the very best presentation skills must be demonstrated. Each individual will be graded on all of the following: eye contact, voice projection, and body language throughout the entire presentation.
- ***Question & Answer period (20 minutes)***
  - This is a time for questions to be asked by everyone in the audience. This period helps the performers express additional knowledge of their topic, which may have not tied into the group thesis and thus was not mentioned during the presentation.
  - Audience members are required to take notes and create questions for each presentation. These notes will be randomly collected and graded throughout the week.
  - Questions will be asked in a respectful and serious manner.

# JOURNAL

- Each group will be given a journal. All entries must be written in this journal.
- It will be graded and counted as homework grades for fourth quarter.
- It should include:
  - the date
  - members present and absent
  - each team member's
    - plans for the day
    - accomplishments of the day
    - homework for the night
    - homework completed the previous night
    - awareness of other member's progress & findings
- Each group can determine the person or people who will enter the above information into the journal each day. However, all team members should make equal contributions to the journal.
- Journal entries should be written in a clear and concise manner. However, they must also reflect good use of time both in and out of class.
- Journal entries should also reflect effective time management both short and long term.
- The **first day's entries** into this journal should be:
  - a list of items in your bag and the person responsible for each
  - a record of your brainstorming about each item
  - possible group connections between the items
- The importance of this journal is to communicate your progress to the teacher, but also is the only written record of a member's failure to work (see insurance policy).

# INSURANCE

It is expected that all team members will work together. However, we realize there may be occasional problems with a member's work ethic. In situations when one or more members consistently demonstrate a lack of responsibility, participation, and meeting of deadlines (set by both group members and teachers), the other members of the group can take the following measures:

- First, the group must talk about the situation and attempt to resolve it. All aspects of this situation must also be noted in the journal (no matter how embarrassing).
- Next, if the situation does not get resolved within the group, it must be brought to the attention of your teachers IMMEDIATELY. Measures will be taken by the teachers to attempt to correct the situation.
- If an individual does not follow the solution set up by the teachers, that individual will be pulled out of the group and will receive a zero for this portion of the final exam.

**LAST MINUTE INSURANCE POLICIES WILL NOT BE GRANTED. ALL PROBLEMS MUST BE BROUGHT TO THE ATTENTION OF YOUR TEACHERS WELL BEFORE THE PRESENTATION DATE.**

## Timeline for Performance Assessment 2005

Friday & Monday	Timeline, directions, discuss work schedules, discuss group strengths and weaknesses
Tuesday, May 24	Performance Assessment Bags Distributed
Wednesday, May 25	Due at beginning of class: one source MSQCV'd on your item one completed spider web on your item In class: complete group spider web
Friday, May 27	Due at beginning of class: 3 MSQCV'd references relating to your item
Tuesday, May 31	Due at the beginning of class: limited topic with preliminary thesis one source card with 5 note cards
Wednesday, June 1	In-class Exploration Check: at least 7 references from at least 2 sources MSQCV'd
Thursday, June 2	Two additional source cards with 10 additional note cards
Friday, June 3	a one period group meeting to discuss presentation—group thesis due at end of period
Monday, June 6	Due at beginning of class: two more source cards with 10 additional note cards
Tuesday, June 7	Works Consulted Sheet for exploration packet due at end of period- with at least 10 references
Wednesday, June 8	<b>Rough Draft due</b> —peer editing
Thursday, June 9	Group meeting to discuss presentation
Friday, June 10	<b>All Exploration Packets and Research Essays Due</b>
Tues, June 14	Presentation
Wed, June 15	Presentation
Thurs, June 16	Presentation
Fri, June 17	Presentation
Mon, June 20	Presentation
During Exams—4 presentations (2 during English exam block, 2 during history exam block)	